

Job Description:

Teaching Assistant supporting Phonics and English

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| JOB DESCRIPTION: | Teaching Assistant Level 2 – Supporting Phonics and English |
| RESPONSIBLE TO: | Director of Personal Development / Headteacher |
| JOB PURPOSE: | <p>As a Phonics and English Intervention Teaching Assistant within QUEST you will play a vital role in supporting the literacy development of pupils across Early Years Foundation Stage (EYFS), Key Stage 1 (KS1), and Key Stage 2 (KS2). Your work will focus on delivering targeted phonics and early reading interventions designed to build pupils' confidence, enhance their foundational skills, and enable measurable progress.</p> <p>Aligned with QUEST Trust's vision of providing a caring, thoughtful, and high-quality education across its family of schools, your role will contribute directly to improving pupil outcomes and fostering a love of reading within diverse community settings. Working collaboratively with class teachers, literacy leads, and the Special Educational Needs (SEN) team, you will support QUEST's commitment to inclusion, nurturing every child's potential.</p> <p>As an employee within QUEST, staff may be required to work at any school within the Trust or elsewhere to support.</p> |
| LIAISING WITH: | Pupils/students, teachers, senior staff, parents/carers, visitors to the school |
| SALARY SCALE: | QUEST Grade B, points 4-5 |
| DBS DISCLOSURE LEVEL | Enhanced |

Professional Responsibilities

School Ethos

Work with colleagues in creating, inspiring and promoting excellence at all levels.

Uphold the culture and ethos of the Trust, ensuring school environments for teaching and learning that empower both staff and children to achieve their highest potential and be their best selves.

Attend and participate in events intrinsic to the daily life of the schools and Trust, celebrating success at every opportunity.

Actively support the Trust's policies relating to equality and diversity, inclusion and safeguarding, health and well-being, confidentiality and social networking.

Key Responsibilities

Phonics and Early Reading Intervention

Deliver structured phonics interventions to small groups and individual pupils across EYFS, KS1, and KS2.

Support early reading and literacy development by focusing on key skills such as blending, segmenting, decoding, and recognition of tricky words.

Adapt learning materials and intervention approaches to meet the individual needs of pupils, including those with SEND or literacy barriers.

Prepare resources and deliver short, structured daily intervention sessions tailored to pupil needs.

Collaboration and Communication

Work closely with class teachers, the literacy lead, and the SEN team to coordinate intervention plans and share pupil progress.

Track and monitor pupil progress rigorously, providing clear feedback and reports to teaching staff to inform next steps in learning.

Promote a calm, positive, and encouraging learning environment that fosters pupil confidence, participation, and enthusiasm for reading.

Other duties

To supervise and provide particular support for the pupil/student with barriers to learning, ensuring their safety and access to learning activities in a small group in or out of the classroom.

To assist with the planning of learning activities specific to the child's individual needs.

To assist with the development and implementation of Individual education/behaviour plans and personal care programmes

To promote the inclusion and acceptance of all pupils/students/students

To work with identified pupils providing an appropriate level of emotional and physical support where necessary.

Support pupils/students to understand instructions, support independent learning and inclusion of all pupils/students

Provide basic first aid and asked to administer medications in line with Trust policy if required

Helping to develop individual and group learning programmes in response to current and future needs

Working independently to deliver, monitor and evaluate educational plans for pupils/students

To encourage pupils/students to interact with others and engage in activities led by the teacher.

To create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils/students' work.

Work with the teacher in adjusting lessons/work plans / learning activities as appropriate

Support the use of ICT in learning activities and develop pupils/students competence and independence in its use

To provide feedback to pupils/students in relation to progress and achievement under guidance of the teacher.

To monitor pupils/students' responses to learning activities and accurately provide regular feedback to teachers on pupils/students' achievement, progress and challenges.

To promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils/students to take responsibility for their own behaviour.

To assist with the supervision of pupils/students out of lesson times, including before and after school as may be reasonably directed.

To accompany teaching staff and pupils/students on visits, trips and out of school activities and take responsibility for a group under the supervision of the teacher as may be reasonably directed.

Contribute to the overall ethos/work/aims of the Trust and its schools including participation in school events outside of working hours.

Be aware of and support the difference and ensure all pupils/students have equal access to opportunities to learn and develop.

To contribute to the development of relevant policies and procedures.

To be a positive role model at all times.

To provide clerical/admin support, for example photocopying, collection of money, displays.

To sign and uphold the Trust's Code of Conduct and ensure confidentiality is maintained at all times.

Uphold the Trust's digital strategy

Maintaining a secure, healthy and risk free environment for students, staff and visitors.

Embrace and actively take part in CPD, fulfilling obligations to maintain and continue professional development in line with the Trust expectations.

Take a shared responsibility for your own continuing professional development by participating in a range of appropriate professional development opportunities.

To participate in the staff performance management process in accordance with the Trust's policy and be responsible for self motivation towards agreed targets.

To undertake Health and Safety Training on areas within the designated work area.

To undertake Paediatric First Aid and Safeguarding Training as per the Trust training cycle.

General Support within the Team Context

Contribute to the wider ethos and values of QUEST Academy Trust by supporting inclusive education and community engagement.

Participate in team meetings, training sessions, and contribute to the development of best practice in phonics and literacy intervention across the Trust's schools.

Maintain accurate records of intervention delivery and outcomes in line with Trust policies.

The job description encompasses the above statements and is not necessarily a comprehensive definition. The post holder should be willing to undertake any other tasks that Senior Staff might reasonably require

QUEST is committed to safeguarding and promoting the welfare of children and young people. Clearance from the Disclosure and Barring Service is required prior to appointment.

Name _____

Signed _____

Date _____

Teaching Assistant supporting Phonics and English

ESSENTIAL SKILLS/QUALIFICATIONS

NVQ L2 or evidence of equivalent QCF credit value or higher or a comparable level of experience

Good level of literacy & numeracy to NVQ L2 or equivalent

Willingness to undertake further relevant teacher assistant training

Experience of working and interacting with children of a relevant age and or learning need

Strong knowledge and understanding of systematic synthetic phonics and early reading development across EYFS, KS1, and KS2

Ability to deliver targeted, evidence-based phonics interventions effectively to small groups and individuals

Excellent communication and interpersonal skills to collaborate effectively with teachers, literacy leads, SEN staff, pupils, and parents

Patience, empathy, and a positive approach to supporting pupils who require additional help with literacy skills

Ability to maintain detailed records and monitor pupil progress accurately

Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post:

Understanding of the child's individual needs and where to access support and advice

A knowledge of the national/foundation stage curriculum and other basic learning programmes

Understanding of relevant policies, codes of practice and awareness of relevant legislation

Basic understanding of child development and learning processes

Basic knowledge of how to use ICT to support learning

Knowledge of basic Health and Safety

Understanding of how to use relevant equipment/resources

Applicants should be able to provide evidence that they have the following necessary skills and abilities:

Ability to communicate with and relate well to pupils/students and adults

Ability to work under supervision and as part of a team

Ability to work in accordance with the schools health and safety policies

Ability to deal with minor injuries

Ability to work as part of a team

To show commitment to sustain excellent attendance at work

Commitment to and participation in the wider life of the schools and Trust

Willingness to be flexible and adaptable as determined by the needs of the schools and the Trust

Legally entitled to work in the UK